


**Continuous Program Improvement (CPI)
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)
Plan Implementation Report - AY 2023-24**

Program name	BFA ID
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Department chair/program director	Florencia Vetcher
Dean's signature	

New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: *Educational Effectiveness Assessment*, which states: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."

Each department was asked to create a three-year assessment/evaluation plan to improve student learning for ***each of their degree programs*** covering the following academic years: **2022-2023, 2023-2024, and 2024-2025.**

All degree programs' three-year Program Learning Outcomes (PLO) plans are available here: http://www.nyit.edu/planning/academic_assessment_plans_reports

This is a report on the PLO CPI plan **implementation** for the **2023-24** academic year.

First, please respond to the feedback provided by the CPI Committee in response to your program's prior year (AY 2022-23) CPI plan implementation report. How did you incorporate the Committee's recommendations into your CPI efforts?

In lieu of the CPI Committee feedback in response to AY 2022-23 CPI plan implementation I will base my report on the 2023 progress report submitted to CIDA which addresses the comments from the Visiting Team Report (VTR) and ongoing program development. The report identifies 6 PLO's that are being strengthened.

Second, please address the following points in this year's (AY 2023-24) report:

Program learning outcomes assessed

List the program learning outcomes that were assessed in AY 2023-24 based on your three-year plan (2022-25). (Please refer to the [guidelines for articulating expected program learning outcomes.](#))

The focus for the AY 2023-24 was on assessing the **Program Learning Outcome 5, 7, 8,14,15,16**
The following learning outcomes align directly with the CIDA Professional Standards 2024

PLO 5. Collaboration

Interior designers collaborate and participate in interdisciplinary teams.

PLO 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

PLO 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Standard 14. Environmental Systems and Human Wellbeing

Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

PLO 5. Collaboration

Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Student Learning Expectations

Students have **awareness** that:

- a) multiple disciplines and stakeholders are involved in creating an interior environment.
- b) collaborating with populations and communities impacted by a design is important to understand needs and build trust.

Students **understand**:

- c) the terminology and language necessary to communicate effectively with members of allied disciplines.
- d) technology-based collaboration methods specific to the problem-solving process for the built environment disciplines.
- e) the dynamics of team collaboration and the distribution and structure of team responsibilities.
- f) Student work demonstrates the **ability** to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.

While the VTR records that the program is in full compliance with this standard, the narrative assessment commented that despite having opportunities to work collaboratively, students did not demonstrate understanding of the dynamics of team collaboration and the distribution and structure of team responsibilities. This is a program weakness.” Collaboration, teamwork, leadership and the clear transparent roles and dynamics of communication and accountability have been further articulated in the second year DSGN 204 Interior Environments III, and the third year DSGN 303 Interior Environments IV where collaboration between program students, faculty and colleagues in other departments on multiple campuses, structure the course in team-based projects. Clarity, awareness and understanding of collaborative dynamics and the structure of team roles, individual and cumulative team goals have been clearly defined in these courses. DSGN 483 Interior Design Business and Management course has also clarified collaboration rubrics, projects and assignments to better enable students to master awareness and understanding of all areas of collaboration and team accountabilities.

PLO 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates understand theories of human-centered design, and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) theories related to the impact of the built environment on human experience, behavior, and performance.
- b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.

Student work demonstrates the **ability** to:

- c) gather and apply human-centered evidence.
- d) analyze and synthesize human perception and behavior patterns to inform design solutions.
- e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions.
- f) apply wayfinding techniques to design solutions.

The VTR records that the program is in partial compliance with this standard, the narrative assessment articulates a program weakness and lack of sufficient evidence of identification and integration of Universal Design and ADA standards. The program has been working to integrate, increase and strengthen these critical considerations in sequential design courses (DSGN 204 & DSGN 303) and semester projects that are primary avenues for mastery in Universal Design, ADA and flexible/adjustable ergonomics. DSGN-204 is the team based healthcare design project where students work in high impact, full scale, collaborative projects. All aspects of accessibility aim to achieve multiple levels of engagement. Further, the ID BFA program collaborates with the NYIT Arkansas College of Osteopathic Medicine faculty and students and the new Masters of Architecture, Health and Design program to develop more Universal Design application and understanding across advanced levels of expertise in the health, wellness and design curricula and fields.

Another VTR reported program weakness related to this Standard was the insufficient evidence of students' abilities to provide and integrate adequate wayfinding techniques and options in course work and design project solutions. The recently integrated Digital Art and Design department has strengthened the curriculum overlaps and collaborative opportunities for the ID BFA program to further capitalize on ways to improve effectiveness and integration of wayfinding tools and techniques. The long standing and popular ID BFA minor in Graphic Design is an opportunity for linking related graphic design courses as linked research courses that directly apply to way finding integration in designated third year design course DSGN 303 Interior Design Environments IV and fourth year design course DSGN 401 Interior Design Environments V. Graphic Design courses ARTG 302 Typography, ARTG 251 Visual Identity, ARTG 310 Advanced Typography, ARTG 351 Package Design and ARTG 404 Information Design have been designated as approved courses for aligning and integrating these courses with the designated DSGN 303 and DSGN 401 studio courses. This course pairing templates first year course pairings where parallel course requirements are combined into one coherent project. The development of this course pairing assists in focusing design elements related to way finding in impactful and successful design outcomes.

PLO 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

Student work demonstrates the ability to **apply** knowledge and skills learned to:

b) solve progressively complex design problems.

c) consider the interdependence of contextual elements related to a design solution and the holistic potential impact on the user(s).

d) synthesize information to generate evidenced-based design solutions.

e) use precedents to inform design concepts or solutions.

f) explore and iterate multiple ideas.

g) design creative and effective solutions.

h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

i) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Program Expectations

The interior design program includes:

j) exposure to a range of problem identification, idea generation, and problem-solving methods.

k) opportunities for innovation and risk taking.

The VTR noted program weakness related exploring iterative and multiple ideas, pursued or required related to design problem evaluation, formulation and resolution has been duly noted. Curriculum review began with the second-year curriculum for fall 2021. Each of the five courses in the second-year curriculum

-were comprehensively scrutinized, reimagined, and coordinated to provide a set of courses that work towards problematization and comparative analysis to generate schematic design project phases in each course. The **DSGN 203 Interior Environments II** and **DSGN 204 Interior Environments III** design studio course syllabi have clearly organized and scheduled project and program phases to include precedent, analysis, design problem formulation, outlined multiple avenues of logic and design schematization, diverse analog and digital visualization towards critical decision making, and, project resolution. Design projects have been integrated into each second-year course which include materials, visualization, structures, building codes, and working drawings courses. These second-year courses have also been thematically coordinated with the Design studios and cross referenced to allow team teaching

and learning approaches which expand schematic design development and shared review of diverse design generation methods for variation in ideas and approaches in the design process.

While the VTR represents that student work only achieves a level of awareness related to understanding the importance of evaluating the relevance and reliability of information and research impacting design solutions, the combined **DSGN 451 Thesis Research** and the **DSGN 402 Senior Project in Interior Design** courses, are the culminating degree proof of focused and comprehensive researched information leading to evidenced-based design solutions however this was not clearly identifiable within many of the other examples of student work. The program is working to remedy this lack of evidence in the student evidence exhibition and binders, via the SoAD Student Archive and also ensuring that semester requirements in course syllabi outline prioritize research to applications phases and documentation. The coursework includes multi-platform (online, HTML-based project records, research practices, and connection to practitioners) have augmented the engagement of students with the relevance and reliability as it relates to design solutions.

Further, the school and program's required portfolio policy for every design studio course ensuring that these phases show weekly milestone progress, which includes research is developed and translated into project development and resolution, -and are fully and properly evidenced in each student portfolio and subject to final grade evaluation.

Standard 14. Environmental Systems and Human Wellbeing

Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

Student Learning Expectations

a) Students **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

Students **understand principles and strategies of:**

b) acoustical design and acoustical control.

c) thermal design and systems.

d) plumbing.

e) waste management.

f) indoor air quality.

The VTR noted that evidence of student knowledge of thermal comfort was not found. Very limited evidence was provided related to the principles of thermal design and how active and passive thermal systems and components impact interior design solutions. These were noted as program weaknesses. Passive Solar Design principles are integrated in **AAID 101 Design Fundamentals**, **DSGN 102 Interior Environments I** and **DSGN 203 Interior Environments II**. These design course projects have been identified as focus courses for integrating outcomes and evidence in coordination with the third year **ARCH 325 Environmental Systems II** course. The knowledge delivery of Passive Solar heating, insulation and lighting techniques has been integrated and is now coordinated across these courses as a cumulative learning path in this area of knowledge application and understand through design projects that evidence effective implementation in interior design-based projects. These projects are further required in the cumulative student portfolios.

The VTR reported program deficiency and lack of evidence in how active and passive thermal systems and components impact interior design solutions, has been further addressed in the year **ARCH 325 Environmental Systems II** course where a series of analyses, calculations and interior design project applications have been developed and integrated.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Student Learning Expectations

a) Students have **awareness** of the environmental impact of construction.

Student work demonstrates **understanding** that design solutions affect and are impacted by:

b) base-building structural systems and construction methods.

c) interior systems, construction, and installation methods.

d) detailing and specification of interior construction materials, products, and finishes.

e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, security, and audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).

f) building controls systems.

g) vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators.

h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are **able** to:

i) read and interpret construction documents.

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specification formats appropriate to project size and scope.

The VTR noted that students understanding that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment achieve a level awareness only. This level of required understanding has been addressed by integrating knowledge and skill development and project integration in these areas of design application in the **ARCH 325 Environmental Systems II** course.

The VTR included observations that inadequate evidence of monitoring systems pertaining to energy, security, and building controls systems were provided by the program. Control system approaches, such daylight sensors, dimmers, security cameras, building control devices, and active light shelves, etc., were not found. This was noted as a program weakness. This was noted by program administration and since 2020, these areas of technical knowledge and design implementation have been integrated into the **ARCH 325 Environmental Systems II** course and also into design studio projects in the **DSGN 221 Working Drawings** course, as well as in the **ARCH 370 Lighting Strategies** for Interiors course with better integration outcomes in the final, senior-year design semester projects.

The VTR noted that studio and thesis projects lacked full sets of construction drawings, comprehensive symbol legends, interior elements such as millwork details, and specification documents and noted this is a program weakness. The **DSGN 221 Working Drawings** course has traditionally delivered the program's and students' required knowledge and skills in this area. Documentation was not sufficient in the 2019 student project room and binders. This was duly noted. Since 2020 the DSGN 221 syllabus has been revised to include a project based full set of working drawings with comprehensive graphic, construction and code standards. This parallels the undergraduate Architecture programs ARCH 327 CAD Construction Drawings course. Coordination with this course has been strengthened to better prepare interior design students with comprehensive technical and design skills and knowledge in line with professional and CIDA Standards.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

a) Students have **awareness** of the origins and intent of laws, codes, and standards.

Student work demonstrates **understanding** of:

b) standards and guidelines related to sustainability and wellness.

c) sector-specific regulations and guidelines related to construction, products, and materials.

d) detection such as active devices that alert occupants including smoke/heat and alarm systems.

e) compartmentalization such as fire separation and smoke containment.

f) suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Student work demonstrates the ability to **apply** federal, state/provincial, and local codes including:

g) occupancy group and load calculations.

h) movement, travel distance, and means of egress.

i) barrier-free and accessibility regulations and guidelines.

VTR reported that upper-level studio and thesis projects did not include sprinklers, fire hose cabinets, smoke detectors, or alarms in reflected ceiling plans or notes. This was not evidenced in students' final project boards, and process work was not available for review. The VTR reported this is a program weakness.

Since 2020, the program has been working to remedy this lack of evidence in these areas of health and life safety, and welfare of building occupants and regulatory impact practices. The **DSGN 382 Building Codes and Regulations** has been identified as the

primary course to deliver the overarching content and skills. A Project based requirement was integrated in the syllabus and course to exercise applications of the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process to instill and demonstrates the ability to apply effectively and correctly the legally required codes including fire and life safety. Further, the **DSGN 221 Working Drawings** course has been revised to include relevant areas of life safety, and code compliance requirements in the semester long project and contract documentation. Finally, the fourth year **DSGN 401 Interior Environments V design studio** has been revised to be the designated course for comprehensive project development, documentation and issues related to CIDA Standard 16. Over the next 2 years, improvement in this area will continue to provide evidence for evaluation and continued advancement in this area.

DSGN-382 Building Codes and Regulations course has been reconstructed to include a series of faculty lectures, hands-on exercises, regular testing, and assessments that ensure students understand the guidelines and standards.

A new designated **NYIT Library page** was created to facilitate student's accessibility of available resources such as The International Building Codes, Handbook of Building Design and Construction: LEED, BREEAM and Green Globes, Federal ADA Standards and Building Codes in NYC.gov among other resources.

We have reactivated Membership with **Material Connexion**, a material library and consultancy company where students can have access to the most up to date materials research and technology, particularly those addressing sustainability and performance.

NCIDQ representatives are invited to visit the Interior Design department classrooms to make curated presentations that focus on the importance of the understanding codes and regulations fundamental guidelines as an avenue to succeed in passing the ID registration exam.

Studio and building codes and regulations faculty coordinate projects to cover topics in both courses, facilitating the transition from knowledge to practical application.

2. Methods

Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended.

(Please refer to the [guidelines for assessment methods](#).)

We rely on direct assessment such as Final exams / capstone assignments, pre-and post-test, course assignments aligned to specific program learning outcomes and portfolio submissions. We also apply indirect methods such as monitoring success in employment, student interviews and student course evaluations.

A large portion of the student time is devoted to Design Studios, which is our main vehicle in building up skill through the 4-year program. The Design Studios is where much of the knowledge gained in other courses can be exhibited, so great effort has been made to align a constellation of courses that culminates in a full year research/design Thesis during their last year. In order to gage the key components of the education we have developed an analytical rubric that is consistent through all Design Studios.

During this first year as the Director of the Interior Design program I have focused on all classes but mainly on examining the Design Studios and I find them to be well structured and overall, thoughtfully assembled in relation to other classes. I have attended numerous design pinups and final reviews as well as site visits and research trips with faculty members and their students and I can attest that great effort is being made to follow the PLO's.

3. Analyze and interpret assessment data

It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.

(Please refer to the guidelines for compiling, analyzing and interpreting assessment data).

4. Close the Loop

If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of Plan-Do-Study-Act (PDSA).

(Please refer to the guidelines for closing the loop and taking action to improve program learning outcomes.)

The Interior Design program will continue to self-evaluate the quality of work throughout and at the conclusion of each semester. To ensure the required standards are met in every class during the Fall '24 and Spring '25 semesters, we will

hold regular coordination meetings with the program faculty and coordinators, and with the newly designated ad hoc CIDA Committee. Additionally, a comprehensive review of the syllabi's structure and content will take place in Summer '24 to address any weaknesses and to preserve and strengthen the program's potential.

5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.

All faculty members are actively engaged through meetings and discussions at the start, during, and at the conclusion of each semester. The entire faculty collaborated in sharing syllabi. We held annual coordination meetings with faculty to enhance horizontal consistency and balance across all courses within the year of the curriculum, recognizing and enhancing the interconnectedness of these classes. Additionally, special coordination meetings and workshops are now organized with the ad hoc committee to prepare for the upcoming CIDA visit, focusing on the specific criteria outlined in the matrix prepared for this purpose.

The team will work together to ensure that rubrics for each course are fully developed and critically reviewed. We will develop a system to measure the SLO/ CIDA Standards. I would like to work with the faculty on aligning the vision of strengthening those core elements through targeted exercises that allow us to gauge our progress.